OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **[Ready Schools, Safe Learners](#) guidance** document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Pacific Ridge Elementary School - Seaside School District
Key Contact Person for this Plan	Juliann Wozniak - Principal
Phone Number of this Person	503-738-5161
Email Address of this Person	jwozniak@seasidek12.org
Sectors and position titles of those who informed the plan	Tobi Boyd, School Nurse Susan Penrod, Superintendent Dr. Sheila Roley, Director of Special Projects Juliann Wozniak, PRES Principal Jeremy Catt, PRES Assistant Principal Sande Brown, Curriculum Director Lynne Griffin, Director of Special Services Jenny Edwards, Second Grade Teacher Brett Duer, Fifth Grade Teacher Chuck Loesch, Head of Maintenance Amber Clyde, PRE PTO President
Local public health office(s) or officers(s)	Clatsop County Health Care
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Juliann Wozniak, PRES Principal
Intended Effective Dates for this Plan	December 8th, 2020
ESD Region	Juliann Wozniak, PRES Principal

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[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

> Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, our focal students will have preference for in-person learning, and K-5 will be in person four days per week. We have discussed all students with special needs having access to four days a week in-person learning K-12 in all our models. Among our student population: Gearhart Elementary and The Heights Elementary have merged into one campus; the newly renamed Pacific Ridge Elementary School for the 20-21 school year.
>   63% access free and reduced lunch
>   31% identify as students of color
>   19% experience special needs
>   2% require accommodations from a 504 Plan
>   25 % are emerging bilingual students

3. Indicate which instructional model will be used.

   Select One:
   ☐ **On-Site Learning** ☐ **Hybrid Learning** ☒ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the ***Ready Schools, Safe Learners*** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). **Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.***

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
We are selecting the CDL model, in conjunction with Limited in Person Instruction (LIPI) based on the inability of our county to consistently meet the required 2-week look back metrics at this time. These metrics were developed and identified in collaboration with the Oregon Department of Education, Oregon Health Authority, and Clatsop County Health Authority. We will continue to monitor the data closely and adjust plans accordingly.

Our current CDL model aligns with Oregon Department of Education Guidance related to required and recommended expectations given synchronous and asynchronous learning opportunities. In addition, we are supporting our students with Special Education Services, English Language Development, and social emotional learning as outlined in their individualized plans and programs. We have worked closely with our community, teacher leadership team, and district office to provide an appropriate program that works to meet the needs of each student in our care. This plan is routinely reviewed and updated to reflect changing metrics, goals, and objectives. Comprehensive Distance Learning Guidance and requirements have been reviewed. We are not requesting any flexibility or waivers in requirements at this time.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

-Class schedules for the elementary level prioritize daily synchronous service delivery with options for asynchronous instruction when appropriate in all core academic and social/ emotional learning content.
 -Class scheduling will meet and/or exceed the weekly hourly requirements established by ODE.
-Students will receive schedules communicating teacher-led/facilitated learning time in core academic, social/emotional content. Plans will be communicated with staff, families, and students on a weekly basis. -Every teacher will have daily office hours where teachers will be available for communications with families and students.
-Special Services support (SPED, 504, TAG, ELD, and Intervention) will be provided within, and outside of, the general education schedule by special education, ESL, and support staff as required.
-Teachers will be required to take attendance for all scheduled classes daily.
-Federal Title Program support (Title IA) will provide supplemental services and support to students during comprehensive distance learning through asynchronous and synchronous teacher led learning activities.
-Virtual Open House will provide parents and the community with information about the Pacific Ridge Elementary CDL plan, grading and attendance requirements, learning platforms, and curriculum.
-Subject area and grade level digital content will be based on CCSS and existing SSD curricula. Grading will be based on work completion and academic performance with criteria for making up work and retaining the highest grade.
- Instruction will be provided by a certified teacher remotely using our district approved instructional program as the access platform.
- Students, in grade K-3, will be required to complete a minimum of 2 hours and 20 minutes per day or 11 hours and 40 minutes per week of teacher facilitated instruction. 4th-5th grade students will be required to complete a minimum of 2 hours and 40 minutes or 12 hours and 30 minutes per week of teacher facilitated instruction. - Teachers will provide instruction and support using live video, recorded video and assigned content readings in a synchronous and asynchronous model.
- The original plan was for students to begin classes on Sept. 14th within a Comprehensive Distance Learning model. Continuation with CDL or return to Hybrid Onsite Learning was evaluated after 6 weeks based on State and County COVID-19 guidelines. The board continued with CDL at that time. The next reporting period was November 16th. Again, the board approved CDL along with LIPI services to begin on December 8th, 2020.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

☐ The school meets eligibility for the "Safe Harbor Clause" as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the* **Ready Schools, Safe Learners** *guidance, if the school is located in a county with metrics in the "Distance Learning" column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*

☐ The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

☒ The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).

☐ The school is small and remote (enrollment ≤75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

☐ The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting.	1) All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association (OSNA) COVID-19 Toolkit](#).	1. Redeployed staff members may be assigned to on-line instructional support, or provided with information on leave options. Guidance will be provided to staff prior to coming back on-site with students.
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	**Students**
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	1. All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	2. Students who experience disability will continue to receive specially designed instruction.
☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.	**Communicable Disease Plan**
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	1. [Communicable Disease Plan](#). 2. Mrs. Wozniak is identified and designated to implement physical distancing guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Process to report to the LPHA any cluster of any illness among staff or students.	3. Process and procedures regarding staff training using the Ready Schools, Safe Learners guidance is on-going.
☒ Protocol to cooperate with the LPHA recommendations.	4. Protocols in place for community notification using ODE Covid-19 guidance.
☒ Provide all logs and information to the LPHA in a timely manner.	
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.	
• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.	
• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.	
☒ Required components of individual daily student/cohort logs include:	
• Child's name	
• Drop off/pick up time	
• Parent/guardian name and emergency contact information	
• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	
☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.	
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	**High Risk Populations**
Medically Fragile, Complex and Nursing-Dependent Student Requirements	1. All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201)	1. Redeployed staff members may be assigned to on-line instructional support, or provided with information on leave options.

OHA/ODE Requirements	Hybrid/Onsite Plan

defines three levels of severity related to required nursing services:
1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
 	
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 	
• Communicate with parents and health care providers to determine return to school status and current needs of the student.
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   o U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
   o ODE guidance updates for Special Education. Example from March 11, 2020.
   o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
   o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	2. Individual students' plans will be reviewed and revised to best support the needs of the individual child.
	
	Students
	1. All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.
	2. Students who experience disability will continue to receive specially designed instruction.
	3. Students with language services will continue to receive English Language Development services.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**Physical Distancing** Support of Physical Distancing in the Classroom 1. Remove extra furniture to make more room 2. Removing fabric-covered furniture 3. Assign seating to maximize physical distance and minimize physical interaction. 4. Decrease opportunities outside of classroom cohort (Mission Control, Specials, Cafe, etc)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	At this time Limited in Person Instruction will be offered to students identified by our screener/rubric with a focus on students with special needs. Students will be served for 2 hours per day 4 days per week at this time. We will phase in additional students as metrics allow and when safe to do so. Below are the identified stable cohorts to ensure capability for contact- tracing. **Cohort Size:** 1. Cohort groups are limited to no more than 20 students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member (even in multiple roles) cannot interact with more than three cohorts in a given day and five in a week. **Transportation Cohort** 1. This is a stable group of students each day. 2. Stable groups can be varied by AM/PM routes. 3. Updated contact-tracing logs are required for each run of a route. **Classroom Cohorts** 1. Classrooms will be cohorted given hybrid modeling in an AM/PM schedule as discussed above. Students will have access to pre-determined recess locations, restrooms, and common areas. Students will not have access to other cohorts during the school day. **Communication:** 1. The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented

OHA/ODE Requirements	Hybrid/Onsite Plan
	to prevent spread of disease (see communicable disease plan)
	2. The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.
	3. The district safety committee (w/school nurse) will update the communicable disease plan with communication protocols.
	Screening Students:
	1. All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms.
	2. When the screening indicates that a student may be symptomatic, the student will be directed to the quarantine room. *Staff will follow established protocol from the Communicable Disease Plan.
	3. Touchless hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom sinks to wash hands.
	4. There are transportation specific screening protocols that must be followed. See section 2i for more information.
	Screening Staff:
	1. Staff are required to report when they may have been exposed to COVID-19. parent/caregiver/guardian.
	2. Staff are required to report when they have symptoms related to COVID-19. concern must be isolated.
	3. Staff members are not responsible for screening other staff for symptoms.
	Ongoing:
	Reminders to parents to report actual symptoms (without fever reducing medicine) and other symptoms are calling students sick as part of communicable disease surveillance. improving. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.
	We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.
	Parents/guardians can share information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs are not worsening are not considered symptomatic of COVID-19
	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person

OHA/ODE Requirements	Hybrid/Onsite Plan
	interaction, at this time. Adults in schools are limited to essential personnel only.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	**Public Health Communication** **Communication:** 1. The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent the spread of disease (see communicable disease plan) 2. The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. 3. The district safety committee (w/school nurse) will update the communicable disease plan with communication protocols. 4. All information provided to our families will be shared in a language format accessible to the school community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
   • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
   • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, *new* nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
   • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
   • Emergency signs that require immediate medical attention:
      o Trouble breathing
      o Persistent pain or pressure in the chest
      o New confusion or inability to awaken
      o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
      o Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
   • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
   • Additional guidance for nurses and health staff.
	Screening Students:
	1. All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms.
	2. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).
	3. Touchless hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
	4. There are transportation specific screening protocols that must be followed. See section 2i for more information.
	
	Screening Staff:
	1. Staff are required to report when they may have been exposed to COVID-19. parent/caregiver/guardian.
	2. Staff are required to report when they have symptoms related to COVID-19. concern must be isolated.
	3. Staff members are not responsible for screening other staff for symptoms
	Ongoing:
	Weekly note:
	Reminders to parents to report actual symptoms when of fever reducing medicine) and other symptoms are calling students sick as part of communicable disease surveillance. improving.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Any student or staff known to have been exposed ((e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. Parents/guardians can share information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate. ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" o Students must not be left alone or unsupervised;	**Facial Shields** Facial shields are required and will be provided for: 1. Speech Language Pathologist 2. Bus drivers **Facial Shields** Facial shields are not synonymous with facemasks. **Facial masks are required for:** 1. All staff (reusable masks will be provided for all staff) 2. All students (disposable masks will be available for all students) **Face coverings or face shields for all students:** In grades Kindergarten and up following CDC guidelines for Face Coverings, face shields are an acceptable alternative when a student has a medical condition or other needs related to their disability that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.

OHA/ODE Requirements	Hybrid/Onsite Plan

o   Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
• Provide additional instructional supports to effectively wear a face covering;
• Provide students adequate support to re-engage in safely wearing a face covering;
• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
• Additional guidance for nurses and health staff.
Protections under the ADA or IDEA:
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
• Offering different types of face coverings and face shields that may meet the needs of the student.
• Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
• Additional instructional supports to effectively wear a face covering.
☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
• If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
  2. Not make placement determinations solely on the inability to wear a face covering.
  3. Include updates to accommodations and modifications to support students in plans.
• For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
  2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
    ● If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving
	Face coverings should also be worn both indoors and outdoors, including during outdoor recess and that group or full classroom face mask breaks are not allowed.
	Guidance for Decision Making Concerning Students Use of Face Covering and Face Shields
	
	Facial coverings are NOT recommended for:
	  1. Children under the age of 5;
	  2. Children of any age should not wear a face covering:
	o If they have a medical condition that makes it difficult for them to breathe with a face covering;
	o If they experience a disability that prevents them from wearing a face covering;
	o They are unable to remove the face covering independently; or while sleeping.

OHA/ODE Requirements	Hybrid/Onsite Plan
services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ● If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

<p align="center">1i. ISOLATION AND QUARANTINE</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are	**Isolation and Quarantine** 1. See Communicable Disease Management Plan for appropriate isolation determination and processes. 2. Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. 3. All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated quarantine room. 4. Students will be provided a facial covering (if they can safely wear one). Staff are required to wear a facial covering and maintain physical distancing, but never leave a child unattended. 5. While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. 6. Staff will maintain student confidentiality as appropriate. 7. Daily logs must be maintained containing the following: • Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs. • Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready

OHA/ODE Requirements	Hybrid/Onsite Plan
not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms have been resolved for 72 hours without the use of anti-fever medications.

2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT
(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of	**All students will be enrolled following the Oregon Department of Education guidelines.** No student will be dropped for non-attendance if they meet the following conditions: • Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 • Have COVID-19 symptoms for the past 14 days

OHA/ODE Requirements	Hybrid/Onsite Plan
enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.	
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	
☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.	
☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE
(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	1. Attendance will be taken daily following ODE guidance.
☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	2. Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.
☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	3. Teachers will notify the principal when the absence rate has increased by 20% or more. 4. The principal will report this increase to the RN. 5. Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness.
☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	
☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	1. Staff will clean and sanitize each device brought in need of updates, repair, return, inventory, or redistribution.
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	2. Continue Learning Management System (LMS) work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); team will include options for digital learning and provision for non- digital distance learning where internet and computers will not be available.
	3. Continue to provide and update family surveys: collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
	4. Share the list of all the software and student-facing technology solutions with families.
	5. Plan for adequate technology at home for off-site working, teaching, and learning.
	6. Review technology policies and data privacy policies and update if needed.
	7. Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.	**Hand Washing:** 1. Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. **Equipment:** 1. All classroom supplies and equipment will be cleaned and sanitized before use by another student or cohort group. **Safety Drills:** 1. During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. **Events:** 1. Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school- wide parent meetings and other large gatherings will be cancelled or held in a virtual format. **Transitions/Hallways:** 1. Hallway traffic direction marked to show travel flow 2. Classroom line up: students line up in cohort classes outside and in designated areas, keeping more than 6 feet between cohort groups. 3. Line up areas are to be marked with visual cues to indicate adequate physical distance. **Personal Property:** 1. Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. **Restrooms:** 1. Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be

OHA/ODE Requirements	Hybrid/Onsite Plan
	maintained, the restrooms will be cleaned multiple times throughout the day.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
    • Eliminate shared pen and paper sign-in/sign-out sheets.
    • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Arrival and Dismissal:
	
	1. Stable cohorts will have specific drop off and pick up locations. These will be communicated prior to the start of LIPI.
	2. Students and staff will follow all protocols related to contact tracing to include sign-in/sign-out procedures in accordance with our LPHA.
	3. Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.
	4. All students and staff will have access to the appropriate hand sanitizer upon arrival and dismissal.
	5. Administration will clearly communicate procedures for keeping pick-up/drop-off as brief as possible.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
    • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Seating:
	    • Team will rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times.
	
	Materials:
	    • Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.
	    • Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas.
	
	Hand Washing:
	    • Post age appropriate signage and provide regular reminders for hand washing.
	
	Furniture:
	    • All upholstered furniture and soft seating has been removed from classrooms supporting LIPI at this time.
	
	Classroom Procedures:
	    • All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student

OHA/ODE Requirements	Hybrid/Onsite Plan
	use. Consider other options and elimination of shared passes. **Environment**: • When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Students will not be accessing the playground during LIPI.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.	• Meals will be eaten prior to coming to school for 2 hours of LIPI instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
☒ Adequate cleaning and disinfection of tables between meal periods.	
☒ Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
   • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
      o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
      o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
   • If arriving at school, notify staff to begin isolation measures.
      o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.
☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.
	Transportation
	Each bus driver will be required to:
	   • Visually screen students for illness
	   • Maintain logs for contact-tracing
	
	Each bus will have:
	   • three (3) feet of physical distance between passengers
	   • six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
	   • Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.
	   • Clean and sanitize buses between cohort routes.
	   • Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#). Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)). ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)). ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms.	**Cleaning, Disinfecting, and Ventilation** 1. All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day and during any major transitions. 2. Ventilation systems will be checked and maintained monthly by maintenance staff. 3. Air Purifiers will be provided to staff who do not have windows in their room to open. 4. Custodial staff will be provided additional training in the area of COVID cleaning response along with a detailed map and timeline of clearing and disinfection protocol.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to	**Health Services** 1. Pacific Ridge will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter

OHA/ODE Requirements	Hybrid/Onsite Plan
isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	and signage in the school setting for health promotion. 2. Pacific Ridge will practice appropriate communicable disease isolation and exclusion measures. 3. Staff will participate in required health services related training to maintain health services practices in the school setting. 4. COVID-19 specific infection control practices for staff and students will be communicated. 5. Review of 504 and IEP accommodations and IHP's will be reviewed. 6. Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. 7. Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. **Exception** ☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance. ☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. ☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	We are not a boarding school or residential program.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. ☐ Any boarding students newly arriving to campus will either: • Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). ☐ Student transportation off-campus is limited to medical care.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☒ Drills shall not be practiced unless they can be practiced correctly. ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	**School Emergency Procedures and Drills** 1. Pacific Ridge will continue to teach emergency procedures and drills in accordance with OAR guidance. Students will receive instruction via Zoom or On-site when it is safe to do so. 2. Pacific Ridge will follow the monthly schedule requirements for drills. If we cannot complete a drill correctly we will discontinue until we can do so. 3. All staff participating in on-site instruction will be trained on the proper safety drills prior to beginning on-site work.

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	**Student Behavioral Support** 1. Students who we predict will demonstrate self-regulatory challenges will have an individualized plan in response when necessary. The plan will be developed and agreed to with the support of the child's comprehensive team (Teacher, parent, specialist etc.).

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
 	
☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
 	
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
 	
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
 	
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
• Student elopes from area
   o If staff need to intervene for student safety, staff should:
     ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
     ● Wash hands after a close interaction.
     ● Note the interaction on the appropriate contact log.
   o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in behavior that requires them to be isolated from peers and results in a room clear.
   o If students leave the classroom:
     ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
     ● Ensure physical distancing and separation occur, to the maximum extent possible.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
     ● Wash hands after a close interaction.
     ● Note the interaction on the appropriate contact log.
   o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
   o If staff need to intervene for student safety, staff should:
     ● Maintain student dignity throughout and following the incident.
     ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
     ● Use the least restrictive interventions possible to maintain physical safety for the student and staff
     ● Wash hands after a close interaction.
	2. Staff will address all the OHA/ODE guidance that are required to keep out staff and students safe while in the school setting. This includes; but is not limited to, clearing and disinfection, personal protective gear, training, drills, dysregulation strategies, restorative justice, collaborative problem solving, academic/behavioral intervention and supports.

OHA/ODE Requirements	Hybrid/Onsite Plan
● Note the interaction on the appropriate contact log. *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.	PPE will be cleaned and disinfected following all required guidance and after any episode of physical intervention.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	**Prevention & Planning** • When cases are identified in the local region a response team will be assembled within the district and responsibilities assigned within the school district. • Staff will Identify baseline absentee rates to determine if rates have increased by 20% or more. Temporarily dismiss students attending childcare facilities and our school. Staff will plan to modify, postpone, or cancel large school events as coordinated with LHA. Work with LHA to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide specific guidance to districts affected. • Staff will establish a specific emergency response framework with key stakeholders. • If school closure is advised by the local public health department, consultation will occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	**Response** • In the event of a closure, the district will initiate the Distance Learning Model and schedule. This plan will insure continuous learning given CDL including providing meals to students.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff students and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	**Recovery and Reentry** 1. The team will review all required documents and implement changes prior to any program change and/or outbreak. 2. The team will follow all cleaning and disinfecting required guidelines as outlined in our plan. 3. The team will consider all reasonable options in regards to bringing kids back quickly and safely.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
*Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the **Limited In-Person Instruction** provision under the Comprehensive Distance Learning guidance.*
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

4. Equity

	5. Instruction

	6. Family, Community, Engagement

	7. Mental, Social, and Emotional Health

	8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*